

1981 Alberta Social Studies Curriculum

..... **IN-SERVICE PROJECT:**

**Kanata Kits
and
Teaching Units Module**

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"DEMYSTIFYING ALBERTA'S SOCIAL STUDIES RESOURCES"

A WORKSHOP PREPARED FOR ALBERTA EDUCATION BY

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Directions to Workshop Leaders:

Behind the building of this Inservice Workshop is the belief that, although there may be confusions and problems in implementing the resources for the 1981 Alberta Social Studies Curriculum, they are not insurmountable. If we expected that problems would not exist, we were probably naive, because of the lofty ideals the curriculum seeks to achieve and because almost all of the development of resources has been undertaken by people who did not have a great deal of experience in this kind of thing. But many great things are happening in Alberta classrooms, frequently diverting along remote tangents from the original Kanata Kit and Teaching Unit resources. In this workshop we use the "Process of Social Inquiry" to learn from others, and share with others, with the objective of improving the use that we are making of the main Alberta Social Studies Curriculum support materials.

There are three parts in this workshop. Part I is useful for all participants. It is brief and should only take about 10 minutes. As suggested, it is optional, and can also be either self-administered, or completed in the group, whichever you prefer.

Part II is designed for people who have experience in teaching one or more Kanata Kits or Teaching Units. It should not be used with those people unfamiliar with either. It is probably best described as a Level Two experience.

Part III is designed chiefly for people who have no previous experience with the Kanata Kits or Teaching Units. However, it may be used by people with experience teaching Kanata Kits and Teaching Units. It was designed as a Level One experience in that it introduces teachers to the resources.

Part IV and Part V are brief and suitable for all workshop participants.

Hopefully, teachers will come away from the workshop better able to utilize the Kanata Kits and the Teaching Units in their classrooms, as well as more knowledgeable about Social Studies methodology.

"DEMYSTIFYING ALBERTA'S SOCIAL STUDIES RESOURCES"

INSERVICE COMPONENT

KANATA KITS AND TEACHING UNITS

OVERVIEW

Almost every social studies teacher in Alberta has seen either the Kanata Kits or the Teaching Units. Many teachers are using these materials as standard teaching resources. In spite of extensive and effective use by many teachers, practical problems nevertheless exist in the implementation of these resources in individual social studies classes. To expect otherwise would be naive for a number of reasons.

First, the social studies curriculum materials were written by individuals or small groups. These writers usually attempted to do two things. First, they relied upon their own teaching experiences as a criterion to measure the potential "workability" of any activity. But, many social studies teachers do different things and often have different priorities about content. The result can be that some teachers can use other teachers' materials easily, while some teachers have more difficulty.

Second, the writers of Kanata Kits and Teaching Units have tried to write curriculum for every teacher. While this goal may be both necessary and commendable, the attempt to be "all things to all people" is not without its limitations. In particular, good social studies teachers generally have fruitful lesson plans and content that are not included in the resources but, in their minds, ought to be used. So, while the Kanata Kits and Teaching Units were designed as self-contained packages, teachers are also encouraged to add or subtract activities and content that, in their judgment, do not distract from the central inquiry of the prescribed grade level topic.

The two kinds of problems, described above, are problems of application. That is, they are problems caused whenever generic social studies curriculum is taught in unique and special situations. This is in fact the same type of problem that forces individual social studies teachers to change the same lesson plan, taught the same day, on the same topic, to the same grade level. Classes are different.

Thus, this inservice workshop is built on several basic assumptions. They are:

1. Many problems in teaching the resources are the natural result of specific teachers teaching in specific situations.
2. These problems in applying the social studies resources, while they do cause difficulty, can be overcome.
3. The social studies teachers in Alberta have the ability, desire, and need to work out some of these application problems. In fact, they have already demonstrated this over the past year or so.

4. The Kanata Kits and the Teaching Units are "resources" in the true sense of the word. They are not prescribed, but they offer a wealth of material for social studies teachers who sincerely want to implement with fidelity the philosophy of the Alberta social studies curriculum.
5. The methods used in the conduct of an inservice workshop should be consonant with the orientation of the curriculum being described. As a consequence, the workshop should be educational in itself. Specifically, one objective for this workshop has been to help workshop participants leave with a better understanding of social studies methodology than when they started the inservice.

PART I

PERCEPTION SURVEY

(KANATA KITS AND TEACHING UNITS)*

Rationale:

There are both correct and faulty perceptions about the nature and the use of the social studies resources. Also, the 1981 Alberta Social Studies Curriculum Guide has replaced the 1978 Interim Curriculum Guide. There are some changes in the 1981 Guide. Teachers should be aware of information about the 1981 Guide and the social studies resources. This information can be found in the 1981 Alberta Social Studies Curriculum Guide, and in the "Patterns and Parameters" workshop.

* Optional, self-administered, or group

The following is not a test. It adopts the form of many popular quizzes in home magazines, on such diverse topics as: (A) Do you know your plants? (B) Are you a conscientious driver? (C) How close are you to a divorce? However, while the intent of this quiz is rather casual, it is suggested that teachers scoring poorly take an opportunity to reread the 1981 Curriculum Guide.

A key and score sheet are provided as a check to answers.

DIRECTIONS: If you agree with the following statements, write the word AGREE in the blank to the left of the statement. If you disagree with a statement, write the word DISAGREE in the blank.

- _____ 1. The Kanata Kits and the Teaching Units are prescribed resources. You must use them, according to Alberta Education regulations.
- _____ 2. The Kanata Kits were distributed to every school in the province of Alberta.
- _____ 3. In the Teaching Units, because each was written by a different person, the use of the Social Inquiry Model was waived. Some units use this model, some do not.
- _____ 4. There is at least one Kanata Kit and Teaching Unit for each grade 1-12.
- _____ 5. In all instances, students must apply the decisions they make. If not, the decisions have no value, according to the Social Inquiry Model.
- _____ 6. The Teaching Units were distributed free, but the Kanata Kits cost \$100 apiece.
- _____ 7. The Kanata Kits and Teaching Units were prepared by educators from Alberta.
- _____ 8. Teachers can modify the Kanata Kits and Teaching Units to suit the needs of the students, classes, and communities in which they teach.
- _____ 9. Every Kanata Kit and Teaching Unit develops a topic in Canadian history.
- _____ 10. The Kanata Kits attempt to provide material to develop topics not in the curriculum guide.
- _____ 11. When students complete each Kanata Kit or Teaching Unit, they are required to take a comprehensive final exam.
- _____ 12. Some Teaching Units are designed to be used with prescribed resource materials and some are self-contained.

KEY:

1. False. The Kanata Kits and Teaching Units are "support materials", not prescribed resources.
2. True, except for a few schools built very recently.
3. False. Each Teaching Unit uses "A Process for Social Inquiry" as prescribed in the 1981 Alberta Social Studies Curriculum Guide. However, the use of the process varies according to topic, grade level, and type of content.
4. True. By the end of 1981, it is likely that one Kit or Teaching Unit will be available for every curriculum topic.
5. False. While social action is strongly encouraged, some decisions are better not being acted upon and students can choose to postpone action or to not act.
6. False. All resources were distributed free of charge. Extra Teaching Units were available at a small charge. (\$5.00).
7. True. Over three hundred Alberta teachers were involved.
8. True.
9. False. Topics include a wide range of global issues and disciplines.
10. False. The Kanata Kits are relevant to specific grade level topics found within the 1981 Alberta Social Studies Curriculum Guide. However, some Kits (e.g. grades 6, 9, and 12) do not address a broad spectrum of prescribed objectives.
11. False. There are no comprehensive final exams.
12. True.

SCORING:

Give yourself 5 points for each correct answer. If you scored.....

60	Perfect score, good job.
50 - 60	Good score.
40 - 50	Hmmmm!
Under 40	It may be a good idea to reread the 1981 Curriculum Guide.

PART II*

"BEEFS" AND "BOUQUETS"

ABOUT THE KANATA KITS AND THE TEACHING UNITS

Rationale:

Teachers have mentioned the problems below (Beefs) when commenting about both the Kanata Kits and the Teaching Units. Teachers have also made many positive comments (Bouquets) about the Kanata Kits and the Teaching Units and some of these are also contained in this section.

The focus of this part of the inservice is on both the good comments and the bad comments made by teachers. Review assumptions #3 and #5 in the Inservice Workshop Overview. The purposes of this part of the inservice workshop are to give opportunities for experienced social studies teachers to share their successes with these resources and to work cooperatively to help each other solve problems of application.

Eight "beefs" and six "bouquets" are listed. Teachers are asked to rank order these using personal criteria and then to discuss their ranking in a small group situation. The resulting discussion will help highlight both problems and possible solutions. In itself, this activity represents a social studies task that is transferable to the classroom teaching situation and useful with other content. Each "beef" and "bouquet" represents a real comment from a teacher; however, some are certainly more important than others.

* Designed for teachers who have used either a Kanata Kit or a Teaching Unit, or both.

PART II: (ALPHA)

"BEEFS" ABOUT THE KANATA KITS AND THE TEACHING UNITS.

DIRECTIONS: Below are listed 8 possible "beefs" with the Kanata Kits and the Teaching Units. Rate these possible "beefs" from the biggest "beef" (1) to the least biggest "beef" (8). Remember, this ranking is to express your concerns - no one else's. Please rank every item on the list.

- _____ The Kits and Units take too much time to teach.
- _____ The Kits and Units are too difficult for some students.
- _____ The Kits and Units do not fit my teaching style.
- _____ The Kits and Units are difficult to share among several teachers.
- _____ The Kits and Units do not cover enough breadth of material.
- _____ The Kits and Units make grading difficult.
- _____ The Kits and Units are difficult to work into a yearly plan.
- _____ The Kits and Units do not have enough content. They are too process oriented.

PART II: (OMEGA)

"BOUQUETS" ABOUT THE KANATA KITS AND TEACHING UNITS.

DIRECTIONS: Below are listed 6 possible "bouquets" about the Kanata Kits and the Teaching Units. Rate these possible "bouquets" from the biggest "bouquet" (1) to the least biggest "bouquet" (6). Remember, this ranking is to express your concerns - no one else's. Please rank every item on the list.

- _____ The Kits and Units demonstrate "inquiry" and "valuing" techniques in practical ways.
- _____ The Kits and Units give teachers time to concentrate on teaching, and alleviate problems of planning.
- _____ The Kits and Units help teachers be more self-critical about their teaching.
- _____ The Kits and Units enable teachers in the same school to coordinate cooperatively.
- _____ The Kits and Units provide for more equality of resources between city and rural schools.
- _____ Students who have used the Kits and Units have gained more educationally than students who have not used them.

PART II: DIRECTIONS TO GROUP LEADERS

1. Split your large group in half. One half will do Part II: Alpha (Beefs) and the other will do Part II: Omega (Bouquets). Have the group participants read the directions and do the ranking.
2. After the ranking is completed, split your large group into small group sessions of 3 or 4 people. The task of these small group sessions is to come to a consensus rank order of the possible "beefs" or "bouquets", from the biggest to the least biggest. (During this consensus ranking, the small groups will probably want to spend much time in discussing each possible item. This discussion will probably prove fruitful, but should not be allowed to drag. Teachers may have to develop some "consensus reaching" skills that they did not realize they had.)
3. When the small groups have arrived at a consensus ranking, ask them to reproduce their list (in order) on a large sheet of craft paper and to stick it on a wall. (This task will allow the entire group to see all of the rankings at the same time.)
4. In a large group discussion, or by some computational technique, arrive at the three biggest "beefs" and "bouquets" connected with the Kanata Kits or the Teaching Units.
5. Split the large group into three groups of even size. Their task will be to solve one of the three "beefs" to the best of their ability. (For example, if the group decides that the most important "beef" is that the Kits and Units take too long to teach, the task of the group would be to figure out sound ways to help shorten the time necessary to teach the Units.) NOTE: There is no "beef" mentioned that is beyond the ability of a serious group to resolve for almost any Kit or Teaching Unit.
6. Group participants should be able to brainstorm or give examples of their own experience that would help them answer their question. Give the groups 30-40 minutes to decide the best way(s) to solve the problem that they are considering. At the end of this time period (which may be shortened or extended depending upon the group) ask each group to make an oral report to the other groups of 5 minutes or less. This activity should result in some very creative ideas being presented and discussed.
7. As a final activity, allow other group members to speak to any of the problems reported on if they have any suggestions not mentioned by the reports.
8. As suggested before, a purpose of this task is to give teachers the opportunity to work cooperatively, drawing upon each other as a resource, to help solve common problems. Ask the participants how they might use the method provided in their own social studies classrooms.

PART III

"HANDS ON RESOURCES"

Rationale:

Most teachers, by this time, have used the Kanata Kits or the Teaching Units; however, some teachers have not. This part of the Inservice Workshop is especially designed for teachers who are unfamiliar with the resources or who, for some reason, may want to refresh themselves or study an unfamiliar Kanata Kit or Teaching Unit.

The task workshop participants are asked to complete is designed both to help them analyze a particular social studies resource, and to give them the opportunity to design a social studies inquiry at the same time. After completing this activity, teachers should have a clearer understanding of how to use "A Process for Social Inquiry" and knowledge about a specific Kanata Kit or Teaching Unit.

PART III: HANDS ON THE RESOURCES

DIRECTIONS:

1. In groups of two, choose one Kanata Kit or Teaching Unit that you have not used. Read the title. With your partner, brainstorm a series of ten questions that you can ask (either specific questions or broad questions) in order to know more about the Kit. (For example, if you have chosen Kanata Kit 4: Provincial Resources: How Should They Be Shared?, one question might be "What resources will they discuss in the Kit?")
2. Write each of your ten questions on the top of a separate piece of blank paper.
3. Dig into the Kanata Kit or Teaching Unit you have chosen and answer the questions that you have asked, briefly if possible.
4. On the bottom of these question pages, answer the following two questions:
 - (i) In what other way could the Unit or Kit have answered the question we have posed?
 - (ii) In your opinion, did the Unit or Kit answer the question adequately?
5. Look at the ten question pages and the subsequent answers that you have. Do these pages give an adequate description of the Unit or Kit? What other areas did the Unit or Kit deal with that you did not list in your questions? As a team, list these on a piece of paper.
6. Would you now feel competent using this Kit or Unit in your teaching? Discuss reasons in your team of two and write the most important ones on a piece of paper.
7. Be prepared to share the experience orally with the large group; the group leader may ask several of the teams to share their work.
8. Look back at what you have done. Evaluate your own questions. List those questions that you should have asked (those that would have revealed the essence of the Unit better) but did not.
9. In essence, the task you have completed (starting with 1.) was inquiry-oriented following the broad steps of "A Process for Social Inquiry." Using the information you have discovered, consider how you might use the Kit in your social studies class.

PART IV: CHECKLIST EVALUATION: KANATA KITS AND TEACHING UNITS.

DIRECTIONS: Please fill out the following evaluation about the Inservice Workshop in which you just participated. There have been several goals for this workshop, some of which are expressed below. The information you give us on the evaluation will help us evaluate the effectiveness of this inservice.

		Achieved At A High Level	Moderate Achievement	Not Achieved	
1.	As a result of this inservice session, I now know more about the Kanata Kits and the Teaching Units.	5	4	3	2
2.	As a result of this inservice session, I feel I understand the idea of inquiry better.	5	4	3	2
3.	I learned some techniques that will help me as a social studies teacher.	5	4	3	2
4.	As a result of this inservice session, I now see the Kanata Kits and Teaching Units as better quality resources than I did before.	5	4	3	2
5.	As a result of this inservice session, I now understand how the resources can be adapted to fit my particular needs as a teacher.	5	4	3	2

PART V

DIRECTIONS:

Make a list of the activities that you have participated in today that you can adapt and use or use as is in your teaching.

APPENDIX 9

LIST OF TEACHING UNITS AND KANATA KITS

GRADE	TOPIC	CURRICULUM TOPIC TITLE	RESOURCE TITLES
1		FAMILIES	
	A	Me as an individual	Should I be like others? (TU)
	B	Me in my family	
	C	Canadian families	Canadian Families: Do we know each other? (KK)
2		PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES	
	A	Exploring my own neighborhood	
	B	Canadian communities today	Canadian Communities: The Same or Different? (KK)
	C	Neighborhoods around the world	Should some services be provided in all communities? (TU)
		LIFESTYLES IN OTHER TIMES AND PLACES	
	A	Interdependence of communities in Canada today	Canadian Communities Today: Toward Interdependence? (KK)
	B	Lifestyles of Canadians in other times	Should people today be self-reliant and co-operative in ways early settlers were? (TU)
	C	Lifestyles in "closed" communities	Three Alberta communities: What can we learn? (KK)
4		ALBERTA, OUR PROVINCE	
	A	Alberta, past, present and future: Our natural resources	How should Albertans use their natural resources? (TU)
	B	Alberta, past, present and future: Our human resources	Alberta's People: How Should We Adjust to Change? (KK)
	C	Alberta's links with Canada and the world	Provincial resources: How should they be shared? (KK)
5		CANADA, OUR COUNTRY	
	A	Canada from early settlement to nationhood	Canada: A Meeting of Cultures? (KK)
	B	Canada's diversity from region to region	How should the natural resources of Canada's regions be developed? (TU)
	C	Countries like Canada: How they solve problems	

GRADE	TOPIC	CURRICULUM TOPIC TITLE	RESOURCE TITLES
MEETING HUMAN NEEDS			
	A	How people in earlier times met their needs	How should people meet their basic needs? (TU)
	B	How people in Eastern societies meet their needs today	
	C	Meeting needs through government	Canada's railroads: Whose needs are served? (KK)
7 PEOPLE AND THEIR CULTURE			
	A	Defining culture — An introduction	How should culture be assessed? (TU)
	B	Case studies of non-industrial societies	
	C	Canada: A multicultural society	Cultures in Canada: How Different Should We Be? (KK)
8 PEOPLE AND THEIR INSTITUTIONS			
	A	Canada: Development of a nation	Canada's political heritage: Conflict or compromise? (KK)
	B	Canada: Development of the individual and institutions	Changes in Canadian institutions — What is the individual's role? (KK)
	C	Asia and Africa: Development of nations and citizens	How should we relate to our legal system? (TU)
9 PEOPLE AND THEIR TECHNOLOGY			
	A	Industrialization: Selected market economies	Should we limit industrial growth? (TU)
	B	Industrialization: Selected centrally planned economies	
	C	Industrialization: Canada	Canadian broadcasting: A voice for unity? (KK)
10 PARTICIPATORY CITIZENSHIP			
	A	Human rights in Canada	Freedom and control: How much of each? (KK)
	B	Canadian unity	Should English Canada do everything to insure that Quebec does not separate? (TU)
	C	Canada and the world	Canadians and the world community: Our role? (KK)

PATTERNS OF CHANGE			
11	A	Case studies from the past	Should change be encouraged as a means of improving the human condition? (TU)
	B	Case studies of contemporary societies	Population and Production in Canada: A Model for Development? (KK)
GLOBAL PERSPECTIVES			
12	A	The ideologies of nations	Power and politics in Canada: How can you be involved? (KK)
	B	Co-operation and conflict among nations	Should we encourage the development of a world government to ensure peace? (TU)

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